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AUTHOR Marks, Joseph Lappin
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ABSTRACT

An idealized model for the selection of faculty is presented in three phases. The first of these, pre-recruitment, consists of four steps: determining needs for positions to accomplish institutional aims; analysis of student, community, administrative, and colleague characteristics, and of job qualifications; preparation of the selection package; and affirmative action evaluation and final reviews. The recruitment phase involves engaging in efforts which will produce a high quality and diverse set of applicants from all relevant populations. The third phase is applicant and candidate evaluation; the steps which comprise this phase are candidate screening, admission to candidacy, examination of candidates' references and final checks, evaluations of the candidates, final reviews and consultations, and invitation to faculty membership or resubmission of position announcement. Appendices contain a model faculty selection process flow chart and guideline statements from the literature for each of the phases described. A bibliography is also included. (MB)

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A MODEL FOR THE SELECTION OF MEMBERS OF THE FACULTY

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by

Joseph Lappin Marks

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I. The Importance of the Process of Selecting Faculty

There is humor in the following statement to the extent that the process of selecting members of the faculty is important.

> ...the last opportunity to change a college is the day before the first faculty member is hired... . (Bacchetti, p. 3)

Institutions of higher education are, in the terms of economics, labor intensive. From this fact "derive" many of the problems, challenges and unique sources of strength of these institutions.[1] Labor intensive endeavors depend heavily for success on the caliber and good intentions of the people involved in the central activities. It is not surprising then, to find that scholars of education emphasize the prime importance of the process by which members of the faculty are selected for engagement in educational endeavors.

> No decision involved in the governance of a college...affect the quality of the educational program more than those that determine the makeup of the faculty. (Corson, p. 101)

> ...teacher selection is the fulcrum on which the success of the...educational system rests. (Diekager, p. 186)

> ...careful selection procedures for instructors and professors are prerequisite to fulfilling the mission of the institution... . (Bornheimer, et al, p. 117)

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[1] A central problem and challenge widely recognized is the financial inflexibility that results from the high proportion of revenues that must be commited to salaries coupled with the limited abilities to increase productivity. Less widely recognized is the following strength: Since the central endeavors of those involved in higher education are in, what may be termed broadly, the human development field, the heavy reliance on human resources and the dignity and liberty those individuals are (more or less) accorded, provides the grounding for educational values.

The Need for a Model Faculty Selection Process

What is surprising is that, as far as we have been able to determine, the quantity and thoroughness of the literature on the process of faculty selection does not match what would be expected for a topic of such recognized importance. The literature pertaining to faculty selection, like X-rays, provides a view of the skeleton of current selection practices. The reason for this limitation may be due to limitations in the practices themselves though this is by no means universally the case.

> When compared with the processes obtaining in many business firms, government agencies, and professional enterprises, the prevailing process of hiring faculty is amateurish and marked by the use of overly subjective criteria by inexperienced department heads. (Corson, p. 192)[2]

Corson draws a distinction between membership in a faculty and employment by a firm. He maintains that the selection of faculty differs from the selection of an employee.

> The process is substantially identical in the concern of the decision-maker as to the basic qualities of the individual...; it is similar in terms of the evaluation of the individual's training for the work to be undertaken; but it differs in terms of the appraisal of the individual's goals and commitment. (Corson, p. 101)

This suggests that there is much to be gained from a judiciously conducted examination of other literatures on selection for adaptation to the process of faculty selection.

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[2]Corson outlines his view of the prevailing processes on pages 190-191. Other outlines of current practices can be found by referring to Bornheimer et al, pp. 118, 124; Diekager; Poort; Shawl; University of Florida; and Knowles.

The aim of this paper is to synthesize from the literature on faculty selection, and the literatures pertaining to public school teacher selection, business, and government agencies, a more in-depth and comprehensive model for the selection of faculty.

The term 'model' has many senses and uses. It is often used with the meaning 'proto-theory' or 'pseudo-theory', as in 'simulation models'. It is often used with the meaning 'paradigm' or 'idealization'. It is often used in a way that mixes at least these two meanings. In this paper the term is used in the sense of idealization. The model developed is not to be taken too literally. It is not designed to be employed in cookbook fashion. Rather, it is designed to highlight, schematically, important variables and interrelationships among components of the selection process in order to provide a heuristic device to guide those conducting unique selection processes fitted to unique instructional needs and contexts.

The Proposed Faculty Selection Model[3]

Phase 1: Pre-recruitment

First steps are not always the most difficult nor are they always the most important. But without them no one ever gets anywhere (on foot). And if we set ourselves in the wrong direction we waste energy and resources setting our course aright. This analogy applies to the selection process. A thoughtful and thoroughly conducted pre-recruitment phase is of central importance to the success of the selection process.

Step 1: Needs Analysis

The purpose of this step is to determine needs for positions to accomplish institutional aims. This requires a clear, noncontroversial statement of what the mission and goals of the educational endeavors are and documentation of need from a planning unit.

Step 2: "Job" Analysis

The first part of "job" analysis consists of situation analysis. Bolton lists three classes of situational factors that influence the nature of a faculty position that require analysis. In adapted form these are: (1) student and community characteristics. These include such items as the interests, attitudes, abilities, motivation, morale and prior learning of the students, and the atmosphere of the community in regard to the institution. (2) Administration characteristics include such items as the orientation to change, ability and interests in supporting faculty, human relations and organizational skills.

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[3]The basic outline for the model is adapted from Bolton. Refer to Appendix 1 for an understanding of the relationship of the model selection process to other organizational functions.

(3) Colleague characteristics include such items as general morale, attitude toward newcomers and change, willingness to aid new faculty and willingness to plan programs cooperatively.

The second part of "job" analysis consists of a position analysis.

> The purpose of a specific position analysis is to gather and analyze data about the position to identify what is important to teaching successfully in that situation, identify how the important aspects can be measured, communicate to prospective new teachers the major and minor aspects of the position, and infer what information might be collected to help predict...success... in the job. (Bolton, p. 5)

This requires drawing heavily on information from the evaluation process. It is important to be neither too specific nor too general in developing a position analysis. The qualifications must be demonstrably relevant yet not so restrictive as to foreclose the exercise of professional judgement. The analysis should produce the data for the screening of applicants and evaluation of candidates.

Step 3: Preparation of the Selection Package

The selection package incorporates, in documented form, the results of the previous steps. The package takes form around a basic time-table that specifies the what, who, when, where, and how of what is to occur. All information, including "salary range" leaving sufficient "degrees of freedom," and all forms prepared for applicants and candidates should be included at the appropriate points. All forms to be used by the selection group should be included at the appropriate points as well as specified criteria and evaluation aids.

Step 4: Affirmative Action Evaluation and Final Reviews

The entire package should be submitted and circulated for final checks and revisions to insure compliance with affirmative

action guidelines as well as to insure the adequacy of the total package.

Phase 2: Recruitment

The substance of this phase is to engage in those efforts which will produce a high quality[4], diverse set of applications from all relevant populations. The careful conduct of this phase is particularly important in relationship to affirmative action compliance.

Phase 3: Applicant and Candidate Evaluation

Step 1: Screening Applicants

The screening process begins when all eligible applications have been received. The applications are studied to determine which among them satisfy basic criteria. When this has been achieved those not qualifying should be immediately notified that they have not been admitted to candidacy for the position. The involvement of individuals who are close to the position to be filled is particularly important here, as is the involvement of the individual who will be the immediate supervisor of the person to be employed. The recommendatory role of those involved in this step should be made clear.

Step 2: Admission to Candidacy

Those who do meet basic criteria are notified that they have been admitted to candidacy for the position and the full range of materials supporting the individual's candidacy is requested.

Step 3: Examination of Candidates

When full documentation is received it is analyzed and evaluated according to established guidelines. The list of prime candidates is

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[4] 'Quality' as used here may be defined by such variables as 'number of applicants meeting basic qualifications,' 'number of applicants with substantial strengths in required qualification areas,' etc.

formulated and the in-person examination is arranged. The examination procedes through those examination activities formulated in the selection package.

Step 4: Reference and Final Checks

This step has as its aim the collection of all final information required for the evaluation of the candidates. Summary documents should be attached to the candidates' files when all items are complete. Such files may be termed 'evaluation packages' and form the basis for the next step.

Step 5: Evaluation of the Candidates

After all the evaluation packages have been prepared, they are systematically studied and evaluated.

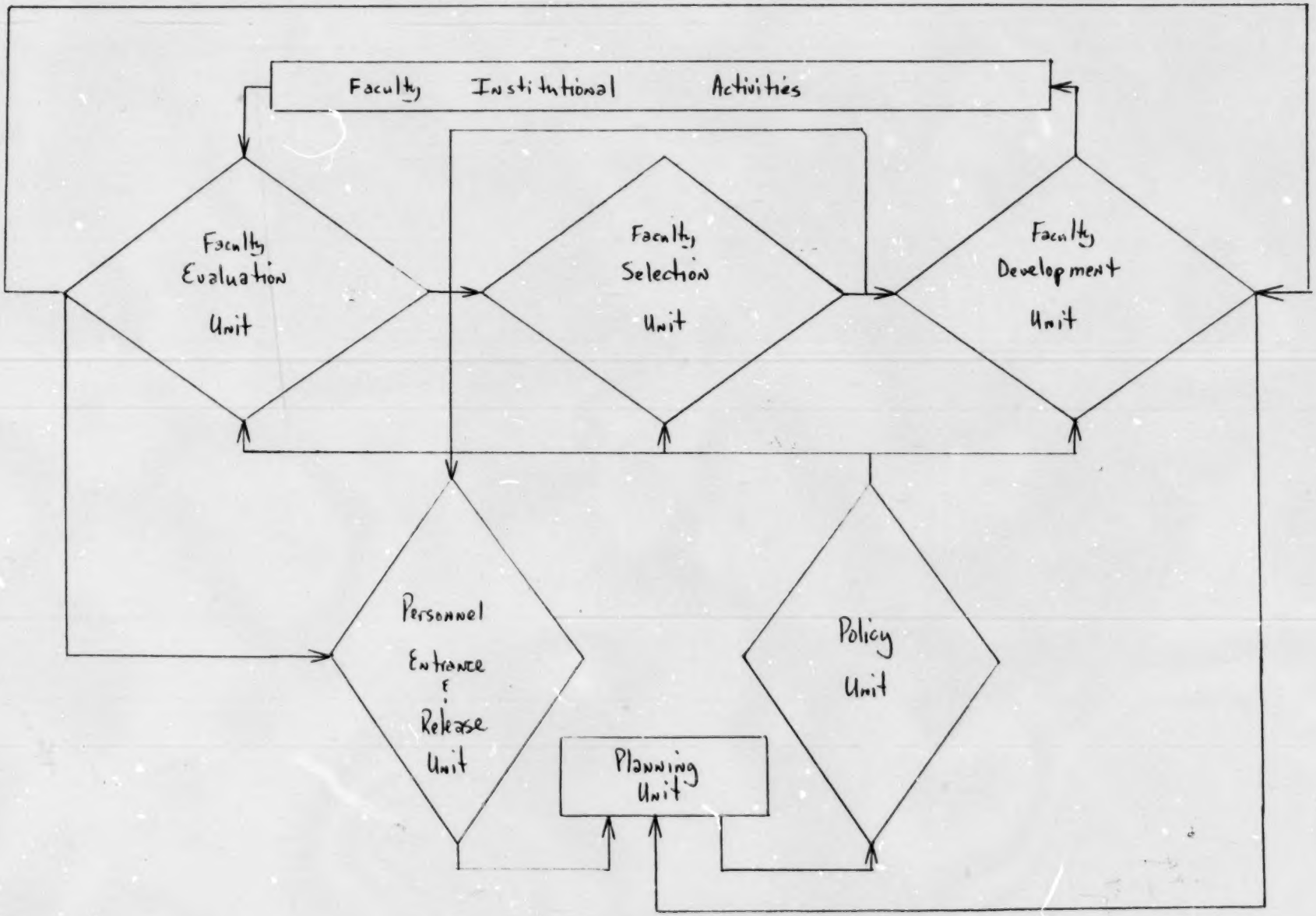
Step 6: Final Reviews and Consultations

After the evaluation packages have been completed, the results are reviewed and the final discussions and consultations are held. The result of these reviews and consultations are the concluding step.

Step 7: Invitation to Faculty Membership or Resubmission of Position Announcement

Appendix 1

Model Faculty Selection Process Flow Chart



Appendix 2

Pre-recruitment Phase Guidelines

A. Guidelines Excerpted from W. A. Diekager.

ACADEMIC CRITERIA FOR SELECTION

"On the basis of the research studies reviewed it appears that there is not sufficient evidence to support or reject the hypothesis that the number of courses in professional education is an indicator of teaching success or that grades in professional education courses are indicators of teaching success.

It was determined that there is a positive and significant correlation between the number of subject matter courses taken, grades in subject matter courses, and teaching success.

The research evidence showed that communication skills such as verbal ability, oral vocabulary, written vocabulary, and being well-read are strong indicators of teaching success.

The research finding relative to intelligence test scores do not have enough consistency to support the hypothesis that intelligence scores can be utilized as predictors of teaching success.

It appears that there is a positive but not significant relationship between successful teaching and the number of years of teaching experience. The relationship is strongest during the first years of teaching experience and then decreases." (pp. 188-189)

PERSONAL CRITERIA

"...it appears that age is not a predictor nor factor in successful teaching. However, there is substantial evidence to support the hypothesis that a faculty should be kept balanced in terms of age of the teachers.

It appears that there is not sufficient research evidence to support or reject the hypothesis that cultural background is a predictor or indicator of teaching success.

The research evidence strongly supported the hypothesis that teachers should be selected from a broad and diverse geographical background or residence.

It was determined that there is little relationship between health and teaching success.

It appears that marital status is not a determining factor in teaching success unless the position of being married, single, divorced, or widowed is producing emotional turmoil within the individual.

The consensus of the research findings suggested that the personality of the teacher is the most important factor in teaching success; however, "personality" is also the most difficult of the selection criteria to define, measure, and evaluate. Also, within the criterion of "personality," the research evidence suggests that those aspects of the personality which appear to be the best predictors of teaching success are also the very ones which are most difficult to measure or ascertain.

Although the research evidence did not indicate that sex is a determining factor in teacher success, it is considered to be a good practice to keep a...faculty balanced in terms of the number of male and female teachers."

Appendix 3

Recruitment Phase Guidelines

A. Guidelines Excerpted from W. A. Diekager.

PROCEDURES FOR SELECTION

"Job descriptions and job specifications appear to be extremely valuable procedures in selection of teachers. The research evidence suggested that job descriptions be used to define the nature of the job position and that job specifications be used to define the qualities or characteristics needed by the individual who will fill the job position.

The research evidence has demonstrated that a recruitment program needs to be carefully planned and defined, preferably in written form. Applicants should be recruited from as many sources as possible. After locating prospective candidates, aggressive action should be taken when inducing or persuading the prospective applicant to seek employment activity. Recruitment procedures need to be carried on throughout the school year on a continuous basis. There appears to be a substantial need in this area for research that would correlate specific recruitment practices with later evaluations of good or bad teaching.

The research findings showed that the application form is the most commonly used procedure for collecting information on teacher applicants. The application form should be designed to fit the needs of the local school system and may legally elicit any information except that which is related to race or religion.

The research suggested that references and recommendations should be used as a selection procedure, but with caution. The available evidence showed that using "guidelines" and "rating scales" in writing recommendations improves the validity and reliability of the references to a substantial degree. Formal training of the selection

officials who read letters of reference or recommendation also increases the value of this instrument. (p. 21)

The research findings related to interviewing... support the following...(a) The interview is a widely used teacher selection procedure being used by 99.9 percent of the nation's school systems. (b) The interviewer needs to define the purpose, structure, technique, and length of the interview which he proposes to use. (c) Interviewers need to be properly trained. A recommended training program utilizes audio and visual recording devices. (d) The use of a model or stimuli elicits a greater amount of information from the interview. Based on the research evidence reviewed, it appears that the interview is a valuable procedure...

The research...showed that observation of a teacher candidate is a strongly recommended procedure but seldom used... .

The evidence showed that written exams are not widely used... .

The information and data collected...should be evaluated as objectively as possible. Devices such as "qualification profiles" and "rating scales" help convert the information and data to graphic or numerical illustrations. A group or committee...will provide evaluations of greater validity and reliability than if only one individual is responsible for the total evaluation.

Eligibility lists, either ranked or unranked, provide a systematic method of recording information concerning potential candidates. The research findings suggested that the legal aspects...need to be adhered to." (pp. 191-195)

B. Guidelines Excerpted from Milton M. Mandell.

SOURCES OF INFORMATION FOR SELECTION

"The application blank.
The interview.
Tests: general intelligence, knowledge, aptitude, performance, interests, and personality.
Reference checking.
Physical exam.
Follow-up before completion of conditional employment period.
Appraisal during training.
Evaluation during temporary or part-time employment.
Special work assignments.
Credit and police record checks.
Appraisal of job performance and potential."

NO PAT ANSWERS TO PROBLEMS OF SELECTION

"The complexity of jobs and of human beings defies those who seek easy, cheap answers to the problems of selection. Successful people in the same position are the product of a variety of molds and are successful for a variety of reasons... ." (p. 23)

GENERAL PRINCIPLES OF RELIABLE METHODS

"In general, we can have most confidence in our selection when we see the employee actually perform the job under circumstances which are as normal as possible.

Next and almost equal in value is performance on a job, in the same organizational environment, that is different only in degree from the job to be filled.

Performance tests which truly represent the important demands made by the job, and which can be objectively scored, probably are next in value, while biographical information blanks may be nearly as good.

Tests of specialized knowledge for professional jobs, and aptitude tests for...jobs with little emphasis on interpersonal relations... .

Intelligence tests... .

Interviews...will remain at the bottom as long as untrained employees whose capacity as interviewers has never been evaluated... .

...reference inquires, their varying quality eliminates...evaluation of their general validity... ." (p. 24)

JOB DESCRIPTION TECHNIQUES

"Observation or time budget studies of actual activities

Interviews with current job holders

Questionnaires to get information on activity relevance, importance, time spent and level of difficulty

Dairies

Critical incident reports to give insight into effective behavior." (pp. 56-59)

JOB DESCRIPTION DATA NEEDS

"Amount and type of supervision received
Extent of responsibility
Need for (and opportunity to use) initiative
Necessary background and knowledge
Degree to which alertness is important
Judgement factors
Level of dexterity called for
Standards of accuracy
Tools and equipment used
Production standards
Working conditions
Physical demands" (p. 60)

"What does the employee do?
How does he do it?
What is the end product or the objective of the job?
What standards are used in evaluating performance?
What qualities characterize the supervisor and the employees in the work unit?" (p. 61)

CRITERIA FOR JOB ANNOUNCEMENTS

"Keep the length to a minimum by removing non-differentiating or overlapping items, items about things post employment training would compensate for, items that narrow applicants too much, and items that are desirable but not necessary.
Use three types of qualifications: eliminators, eliminators and selectors, and selectors.
Consider qualities needed for advancement.
Include performance factors.
Maintain a balance between personal traits, apptitudes, learning ability and knowledge in stating desired qualities.
Mention specialized criteria with caution.
Consider training possibilities.
Emphasize the organizational environment and structure." (pp. 91-95)

CRITERIA FOR APPLICATION FORMS

"...should elicit sufficient accurate information that the least likely applicants can be eliminated by reviewing its contents, without additional screening and with a minimum of errors, while the same information can be the basis for further evaluation of those who survive. ...fewer people are willing to lie by errors of commission than by errors of omission.
Complete coverage of the major categories of information obtainable through application forms will increase validity at every selection stage...although... a time consuming form introduced too early will discourage many desirable applicants... ." (pp. 158-182)

INTERVIEW LIMITATIONS

"Interviews as typically conducted result in extensive inferences from limited data by people who often are not qualified by experience or training in this art. ...An inherent weakness is its artificial setting, away from the workplace." (p. 187)

DESIRABLE QUALITIES FOR INTERVIEWERS

"...a thorough knowledge of the jobs for which he is interviewing, a knowledge best derived from experience

in performing or supervising the work or...from analyzing the job and the background of those who have done well and poorly on it.

Cold-blooded objectivity is a more appropriate attitude for the interviewer when he starts to analyze results, although he needs warmth to establish a quick relationship with the applicant. Those who tend toward objectivity and think critically, systematically and analytically are the most likely to be successful interviewers, although their critical ability has to be masked by a non-critical attitude during the interview.

Those who associate with and have experience with people who have a variety of backgrounds and characteristics are likely to be good interviewers... .

For some professional and administrative positions, high-level intelligence...in the interviewer is essential.

An interviewer needs recent extensive acquaintance with people similar in age and occupation to those being interviewed.

An interviewer with experience is better than one without, assuming the quality of his performance has been satisfactory.

Overtalkative people make poor interviewers.

Opinionated people make poor interviewers." (pp. 189-190)

WAYS OF IMPROVING INTERVIEWING METHODS

"Analyses of observed or recorded interviews.

Queries to applicants...on their opinions of the interview." (p. 193)

TYPES OF INTERVIEWS

"Preliminary: Usually three to five minutes in duration; aimed at seeing if further interviews or evaluation, testing, etc. is worthwhile. These are a poor screening device.

Job and Probing Question: The candidate is asked questions relevant to job duties and situations. The advantage is content relation. The disadvantage is that it encourages overlooking personality factors.

Stress: Interruptions, criticisms, long silences after candidate answers, and other devices are used to induce stress. The devices should be employed during the middle of an interview. The technique may not be related to behavior under "real" stress.

Background Information Interviews: The emphasis is on learning what experiences he has faced and what he has done in these situations, as the best indicator of what he will do. ...The method demands a more mature understanding of human behavior and development...

because it emphasizes an analytical rather than impressionistic evaluation of the extensive material that is obtained.

Discussion: This type is similar to the background interview but is significantly different in that it is not systematic or comprehensive, no set questions are asked, and the emphasis is on analysis of impressions, not facts. ...it may fail to cover significant portions of the applicants background.

Group Oral Performance: A group of applicants are seen at one time...and interact with each other...This provides an approximation of some actual job situations. Such an interview has the advantages of a longer observation period per individual, that raters' interactions do not interfere, that it provides a direct comparison of candidates and that it produces more spontaneous thus more characteristic behavior. The weakness are that raters may be misled by the general quality of the group. This type should be used in conjunction with an individual interview." (pp. 193-201)

PREPARATION FOR INTERVIEWING

"Choosing the appropriate types of interviews.

Plotting the areas to be covered on the basis of a thorough study of the job requirements.

Determining the number of interviewers and, if more than one, determining whether they will conduct the interview as a panel or separately.

Reviewing all the information available on each candidate in advance so that factors needing emphasis can be predetermined.

Deciding on the administrative arrangements, including the place to hold the interview and its approximate length." (p. 204).

INTERVIEWING MISTAKES

"Indulging in sheer discourtesy and rudeness... .

Jumping to conclusions before the interview has proceeded very far; continuing to ask questions but no longer listening.

Mechanically asking every applicant the same questions and not following up his answers.

Accepting what is said at face value without probing to determine its meaning or accuracy.

Leaving unexplored gaps in the applicants' work and educational history.

Allowing the applicant to guide and take over the interview.

Asking leading questions and hinting at the desired answers.

Being too shy to ask questions about family and work adjustment problems.

Depending on memory, not notes, for remembering important facts (or taking too many notes).

Feeling sorry for the applicant and rushing in to ask other questions when he hesitates (or attempting to counsel him).

Failing to ask those questions that would call forth revealing answers or wording such questions poorly.

Appearing to be so critical or cold that the applicant "clams" up instead of opening up.

Expecting the applicant to "sell" himself when the organizations' needs may be greater than his.

Failing to observe such non-verbal clues as nervous gestures, voice changes, and obvious hesitation and to relate these clues to the subject being discussed." (pp. 212-213)

C. Guidelines Excerpted from Internal Revenue Service.

REVIEWING JOB REQUIREMENTS AND ESTABLISHING SELECTION CRITERIA

"Job requirements include such categories as: (1) knowledge (such as the knowledge of training methodologies); (2) skills (such as the skill in developing performance measures); (3) abilities (such as the ability to coordinate programs); (4) personal characteristics (such as the characteristic of independence).

The product of your review should be a list of those job requirements that describe a superior employee... . This is the base data upon which the selection criteria are developed. You may find it helpful to arrange the job requirements into broad categories: (1) general abilities—abilities generally considered basic to all training positions, e.g., the ability to work independently; training and learning specialist abilities—abilities directly related to training or learning process, e.g., the ability to instruct; (3) program management, administration and consultation abilities—abilities related to the nature and scope of the program responsibilities of the position and the nature of work relationships, e.g., management of course development activities.

You must decide which of those listed will be critical in the selection process. ...you might ask the following questions... . (1) Is it reasonable to expect candidates to possess this ability considering the grade level of the position? (2) Is the ability so elementary that it is highly probable that all candidates will possess it or can easily acquire it once selected? (3) is it highly probable that the best candidate will still be selected if this ability is ignored in the selection process?

As a general rule you should wirte five to ten criteria." (pp. 6-7)

"Behavioral indicators should be written for each selection criterion. Behavioral indicators are statements of specific, observable, behaviors that candidates who meet a selection criterion are likely to exhibit.

The specification of "action verbs" is the key to a behavioral indicator. For example, for a knowledge criterion; defines, describes, identifies, lists, or outlines. For an evaluation criterion; appraises, compares, concludes, contrasts, criticizes, describes, discriminates, justifies, interprets, or supports." (pp. 8-9)

SELECTING INTERVIEW TECHNIQUES

"The techniques are dictated by the selection criteria and their behavioral indicators. For example, for a knowledge criterion with behavioral indicators as noted, direct questions such as "What is meant by...?" will suffice. For an evaluation criterion with behavioral indicators as noted, simulations such as "What would be your critique of these presentations?" are most appropriate." (pp. 10-12)

Appendix 4

Evaluation Phase Guidelines

A. Guidelines Excerpted from Mandell, The Selection Process

Evaluation requires not only understanding the applicant but also relating this understanding to the needs of the organization, comparing applicants who are distinctly different, and then predicting the behavior of a stranger...over a future whose characteristics can be only dimly seen.

EVALUATION GUIDELINES

Is the candidate still growing? Has he reached his peak? Or is he on the way down?

Are the reasons for his past successes or failures still relevant?

Are his abilities, temperament, interests, and attitudes consistent with each other or in conflict?

Does he have personal problems that will affect his work performance?

Is his changing jobs a sign of growth or defeat?

Are his reasons for leaving jobs creditable and favorable or unfavorable?

Is this organization the right one for him?

Do his strong points supplement or duplicate the strengths of the organization?

Can he control his weaknesses?

Are his strengths related to the critical requirements of the job?

If he displays contradictions, what are the most recent signs of the most relevant characteristics?

What needs is he willing to strive and "die" for?

Is he honest?

Is his performance in the interview sufficiently superior to outweigh his poor showing when judged by other selection methods and vice versa? What is the known validity of these methods in this particular case? (p. 252)

REFERENCE CHECKING GUIDELINES

Reference checking is an excellent adjunct to other selection methods because it provides information on behavior, not traits, and because the behavior evaluated has been observed in a natural, rather than an artificial, situation. But there are weaknesses:

its lack of standardization and objectivity.

the degree of similarity of the work situation.

the characteristics of those providing the information are as directly reflected in their evaluation as in the behavior of those being evaluated.

the relevance of reference information varies considerably from applicant to applicant. (p. 255)

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